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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to careers in journalism. The introduction includes: a definition of the career area, course objectives, course strategies, procedure, evaluation, exploration trips, suggested time table, and teaching guidelines suggestions for producing a newspaper and organizing a newspaper staff (simulation). The lesson plans, organized according to objectives, activities, and resources, examine the careers of: reporter, copyreader, copywriter, feature writer, columnist, special editor, and editor-in-chief. Also provided are opportunities for individual exploration and self-evaluation (with sample questions). Strategies include simulation, projects, exploration trips, and interviews. The appendix contains job titles; forms for self-analysis, job analysis, and employment application; procedures for an exploration trip (permission and report), a resources list, and guidelines for field trips in career development. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING WRITING
CAREERS IN JOURNALISM

Revised Edition
1973

CAREER DEVELOPMENT K - 10
CINCINNATI PUBLIC SCHOOLS

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CAREER EXPLORATION
CINCINNATI PUBLIC SCHOOLS
GRADES 9-10

EXPLORING WRITING
CAREERS IN JOURNALISM

(Tentative Copy)

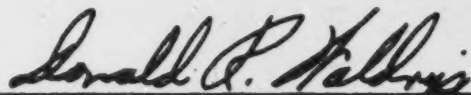
Revised Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.



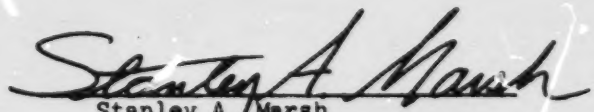
Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.


Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an Occupational Area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Mrs. Carol Beirne, an English teacher at Schwab Junior High School and extensively revised by Mrs. Gracemarie Campbell, an English teacher at Aiken High School. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of the Instructional Services Branch.

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I. INTRODUCTION

A. Definition of Career Area

The purpose of this exploration in journalistic writing is to help students interested in writing careers become familiar with the several different types of writing jobs available in the publication of a newspaper. Areas to be explored include reporter, copy reader, copy writer, feature writer, columnist, special editors, and editor-in-chief.

B. Course Objectives

1. To acquaint the students with various job opportunities which exist on the writing staff of a newspaper.
2. To help the students learn the responsibilities of each area of the writing staff in relation to developing the whole publication.
3. To acquaint students with various kinds and levels of writing in the newspaper makeup, and the writing skills needed for each position.
4. To help the students learn the format in the various areas of journalistic writing.
5. To provide simulation by having the students apply for and be assigned to staff jobs and then working together to produce a newspaper.

C. Course Strategy

1. Introductory activities

- a. The quarter will begin with an introductory activity during which the class will comprise a list of all tasks which must be done to prepare a paper for printing. The key questions to guide this activity--"What must be planned and prepared?" and "Who does each job?"

Suggestion: Supply all students in the class with a newspaper. (See Appendix C for sources for class sets.) Students will examine the papers and make a list of as many tasks as are apparent. Suggest they be instructed to finish this sentence to make their lists -- "Somebody must"

Sample completions--

- . . write the headlines
- . . decide what stories to use
- . . gather the news
- . . write facts into story form
- . . correct the mistakes in the articles and stories
- . . write the advertising copy

- . . . arrange the page layouts
- . . . write editorials
- . . . write captions for the photographs
- . . . create cartoons (or something) to fill in little leftover spaces

and so on until the class has listed all the jobs. Keep the list for later additions, review, and classification of various responsibilities.

Having identified the tasks, the next step is to discover what responsibilities each employee of the newspaper staff has in production of the whole.

- b. Where do we look for information about the jobs of journalistic writers? Introduce the sources (see Appendix C), i.e. Occupational Outlook Handbook, D.O.T., Largo Career Kit, etc.
- c. Provide initial motivation by showing introductory visual aids. (See Appendix B for listing.)

2. Procedure

Students will explore the roles of writing jobs specified in the paragraph under Definition of Career Area. The teacher should alert the students that some of the positions require more writing skills and more responsibility than others. Suggestions for discovering the facts about the various positions are:

- a. Exploration activities. Students proceed at individual speed and according to individual interests and abilities. Students research and record with teacher guidance when needed. (Exploration activities follow.)
- b. Each student could specify an interest in one or two of the jobs and then be assigned to a group of students with like interests. The groups complete the job exploration then share the findings with the rest of the class. Students could function as members of more than one group.
- c. Teacher instruction in the areas. (Limit in favor of involving students as much as possible.)
- d. A combination of the above for variety in the exploration and in classroom procedures.
- e. After jobs have been explored and responsibility for each task on the introductory list specified and classified, students (via interviews and applications) will apply for and be assigned jobs. After the staff is organized a newspaper will be produced for laboratory experience.

3. Evaluation

The last week of the quarter, the teacher and students in group discussion will evaluate each part of their finished newspaper. By criticizing (positively and negatively) their work, they will determine the degree of success with which each student carried out his job in terms of the responsibility required of each position.

Let each student also write a self-evaluation sheet indicating which of his responsibilities he carried out well in his opinion and which ones he feels he should have done better. Suggest the self-evaluation sheet in lieu of a final test. (See Appendix B for suggested form.)

4. Exploration Trips

A special experience being planned for students in every career area is a small group exploration trip. Effort has been made to make this as simple as possible for the classroom teacher. (See Appendix B.)

D. Suggested Time Table

First Week--Introductory Activities

- Self-analysis (interest) sheet. See Appendix B for form. (1 day)
- Selected visual aids. (2 days)
- Examination of paper, listing of writing jobs. (2 days)

Second Week--Introductory Activities continued plus beginning of Student Exploration Activities

- Introduce sources of job descriptions. Do Introductory Activity A. (2 days)
- Instruction on procedures for doing Exploratory Activities. Class can begin Exploratory Activity #1 together. (2 days)
- Identify interest areas (via discussion) and procedure (individual or group pursuit of activities). (1 day)

Third, Fourth, and Fifth Weeks

Students work on the activities they've chosen. One day a week (Fridays) might be used to have the members of the class discuss and share their findings, or ask questions. Teacher available for work with individuals other four days.

Sixth Week

Review the original (first week) list of tasks. Who is responsible for each? Classify and add any additional ones. Clarify the responsibility and the ability needed for each position on a newswriting staff. (1 day)

Select a staff by:

1. having them apply for positions. (1 day)
2. interviews. (2 days)

Decisions and assignments of positions. (1 day)

Seventh and Eighth Weeks

- Staff meeting--editor in charge. (1 day)
- Writing, planning, etc. (4 days)
- Proofreading, planning pages, layout, writing continued, etc. (5 days)

Ninth Week

- Final wrap-up, send to the printer. (2 days)
- Field trip to a newspaper and/or visual aids. (3 days)

Tenth Week

Finished paper comes from printer. Class examines and via discussion evaluates all sections and each other. Students do self-evaluation sheet on one of the days. See Appendix B for form. (5 days)

E. Suggestions to the Teacher for Producing a Newspaper

Very early in the course, while students are exploring via the activities, the teacher should arrange and investigate the following:

1. Round up a typist or two if you have a class in which there are no typists. (Enlist the help of the typing teacher.)
2. Contact a printer--use printing facilities in your school, or a local commercial printer. (This is the kind of expenditure which can be met from the Instructional Supply Budget for the Career Exploration Project.) From your printer find out:
 - a. The cost of a 4 to 6 page, school-size paper. How many copies?
 - b. How much time will be required for him to process (1) the printing which will be returned to you for layout, and (2) the completion of the paper after the layout dummy sheets have been returned to him.

From the above information, you can set up deadlines for your staff, and a schedule for work during the seventh, eighth, and ninth weeks so you can have the paper for evaluation during the last week of the course.

- c. What line-space (typing) to use in your copy, and how many lines of typing make a column inch so you can estimate how many articles and stories you'll need to fill each page.
3. If your students decide to use photographs, someone needs to be assigned early to take pictures, so there is time to get them developed and returned. Photos usually go to the printer with the copy, since they have to be processed for printing.
4. Art, cartoons, hand-done fillers, designs in ads, etc. should be done on white paper with black ink. Make them the size they

will appear in the finished paper. (1 column wide by 3" long, for instance, or 3 columns wide by 5" long--examples.)

5. If you are not a journalism teacher, if you do not produce your school paper, enlist the help of the teacher who does. Especially helpful would be to use copies of your own school newspaper for models. Examine it and be sure your students are producing and preparing all things needed. In addition to their articles and stories, note the necessity for such things as a masthead for the front page, headlines, date lines and page numbers, by-lines, titles for special columns, fillers, captions for photographs, a staff box. Assign some of these responsibilities to the members of the staff, if not already designated on the "Suggested Set-Up for a Newspaper Staff" sheet which follows.
6. Printers who do work for schools, and who would advise you are:
 - a. Capozzolo Printing Company
3930 Spring Grove Avenue
Phone: 542-7874
 - b. Western Hills Publishing
3708 Davis
Phone: 661-3200

F. Suggested Set-Up for the Newspaper Staff (Simulation)

Position	Students Assigned	General Duties
I. Editor-in-Chief	1 or 2 co-editors	Supervise the planning, call meetings, direct all workers, write editorials, assign some editorial writing to other editors.
II. Special Editors Managing Editor	1	Help with supervision & planning, oversee layout, write headlines & captions, editorial writing as assigned.
Page Editor	4 or 5 (one for each page except Sports page.) Number assigned depends on size of paper.	Plan what goes on his page, plan layout of his page, choose fillers for his page, write as assigned by editor-in-chief.

Sports Editor	1	Directs reports assigned to cover sports, checks their stories, decides what to use, is page editor for the Sports page and writes as assigned by the editor-in-chief.
III. Feature Writer	2 or 3	Plan and write features, feature stories.
IV. Columnist	2 or 3	Plan and write some special columns.
V. Copy Writer	5	Work on the advertising section, writing advertising copy (simulation), also plan and produce some fillers.
VI. Copy Reader	5	Write stories from reporter's notes, rewrite stories, proofread, make corrections, work out some fillers, headlines.
VII. Reporter	5--at least one should be on special assignment to sports, others general coverage.	Collect the facts via observation, interview, etc. and write news stories. (Probably should prepare more than will be used, then choices can be made.)

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

- b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

- STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.
- STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.
- STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX. _ _ _	_____
2.	_____	XXX. _ _ _	_____
3.	_____	XXX. _ _ _	_____
4.	_____	XXX. _ _ _	_____
5.	_____	XXX. _ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

<u>JOB TITLE</u>	<u>D.O.T. CODE</u>	<u>D.O.T. CODE MEANING</u>
High School Teacher	091.228	(Things) 8 - No significant relationship (People) 2 - Instructing (Data) 2 - Coordinating
Waitress	311.878	(Things) 8 - No significant relationship (People) 7 - Serving (Data) 8 - No significant relationship
Stock Clerk	223.387	(Things) 7 - Handling Things (People) 8 - No significant relationship (Data) 3 - Compiling
Auto Mechanic	620.281	(Things) 1 - Precision working (People) 8 - No significant relationship (Data) 2 - Analyzing data

DATA (4th digit)

- 0 Synthesizing
- 1 Coordinating
- 2 Analyzing
- 3 Compiling
- 4 Computing
- 5 Copying
- 6 Comparing
- 7 No significant relationship
- 8 No significant relationship

PEOPLE (5th digit)

- 0 Mentoring (Counseling)
- 1 Negotiating
- 2 Instructing
- 3 Supervising
- 4 Diverting
- 5 Persuading
- 6 Speaking-Signaling
- 7 Serving
- 8 No significant relationship

THINGS (6th digit)

- 0 Setting-Up
- 1 Precision Working
- 2 Operating-Controlling
- 3 Driving-Operating
- 4 Manipulating
- 5 Tending
- 6 Feeding-Offbearing
- 7 Handling
- 8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

EXPLORATION ACTIVITY #1

A. REPORTER 132.268

Reporter - collects and analyzes facts about newsworthy events by interview, investigation, and observation, and writes news articles.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. List five requirements of a reporter's job and a reporter's responsibilities. 2. List three different places where reporters can find jobs, and three types of jobs available. 3. Differentiate news articles from other types of journalistic writing, by recognizing the format of a news story. 4. Search out a news event, observe and make notes on it, and write a news article using the correct format.	1. Check resource books and files for job description. 2. Interview a reporter to find out what his job requires. 3. If possible, follow a reporter through a typical day. 4. Explore the "moral" responsibilities of the reporter through reading, viewing visual aids or interview. 5. Visit a place where reporters are part of the functioning staff. 6. Complete the job analysis form for a reporter. 7. List the kinds of information found in the first paragraph (lead) of a news article. 8. Read about gathering the news and about writing news stories. 9. Write a news article on a school event. 10. Write a news article on a community or a national event.	C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4e, 5a, 5c, 5h, 7a, 7c Form in Appendix B

EXPLORATION ACTIVITY #2

B. COPYREADER 132.288

Copyreader - edits and corrects newspaper copy and writes headlines preparatory to printing, in accordance with established format, style, and policy of the publication.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. List the two main skills a person must have to be a good copyreader. 2. Demonstrate his ability to understand and use copyreaders' marks and proofreaders' marks by using them to correct copy. 3. Recognize good headlines and tell specifically what makes them good. 4. Construct good headlines in acceptable style and format for given stories and articles.	1. Complete job analysis form for a copyreader. 2. Check resource books and files for job description. 3. Interview a copyreader. 4. Look over copyreaders' marks which follow. Copyread Practice Exercise 1 and Practice Exercise 2, using some of the marks shown. Proofread and mark one of your own papers. Do another practice exercise or two which your teacher may assign from a book or elsewhere. 5. Read about headlines to learn the structure and wording usually used. 6. Analyze some newspaper headlines in light of what you learned from reading. 7. Write headlines for the articles you corrected in Practice Exercise 1 and 2, and for any other article on which you practiced copyreading.	Form in Appendix B. C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4e, 6a, 6b, 6c.

COPYREADERS' MARKS

1. Paragraph L or ¶
2. No paragraph No ¶
3. Insert a letter or word Write check headlines
4. Spell out Ia. 3
5. Abbreviate Iowa
6. Change to figure twelve
7. Delete letter work T
8. Delete letter and join separated elements working
9. Delete word and join separated elements write a good story
10. Close up space be nzine
11. Leave as originally written stet
12. Set in one unbroken line, or join separated matter in the building.
Twelve students . .
13. Insert space go home
14. Transpose elements John Johnson, director
- Transpose letters working
15. Change to capital letters des moines
16. Change to lower case letter John Johnson, director
17. Set copy as it is written Folio copy
18. Indent both sides of text; center matter in column] [
19. Emphasize period so that printer won't overlook it (X) or (O)
20. Set boldface in the house
21. Set italics college
22. Set small caps, same size as lower case letters Des Moines
23. Copy continued on next page (more)
24. End of story (30) or #
25. For further marks, refer to Press Time (Appendix B, 3a, pp. 268-269)

COPYREADING

Printed below is a news story as it appeared in a school newspaper. Following it is the copy as originally written by a reporter. Mark the copy to show every change or copyreader's mark that was used to prepare this story for publication.

"Outward Bound," a British drama by Sutton Vance, has been chosen by Thespian Troupe 264 for its annual production. The single performance is to be Thursday night, December 12.

The nine-character cast will start rehearsal November 4.

The troupe presents a cycle of four different types of plays over a four-year period. This enables any student to see a variety of productions during his high school years, according to Mrs. Mary Jones, sponsor.

Last drama enacted was "All My Sons," in 1956. Since then the troupe has presented "Gramercy Ghost," a mystery, 1957; "The Mad Hatter," a farce, 1958; and "Night of January 16th," a comedy-drama, 1959.

Outward Bound, a british drama by Sutton Vance has been chosen by Thespain troupe 246 for it's annual production. It will be presented only once to an audience on Thursday night, December 12. The cast, which consists of 9 characters, will start rehearsal the 4th of November.

The Troup presents a sickel of 4 different types of plays over a period of 4 years, this enables any student to see a variety of productions during his high school years, according to Mrs. Mary Jones, who is in charge of planning and directing the production.

The last drama they put on was :All My Sons," in 1956. Since then they have done "Gramercy Ghost," a mystery, 1957, in 1958 "The Mad Hatter," a farce, and "Night of January 16th, 1959, a comedy drama.

Buy your tickets from a member of the Troup as soon as they go on sale. You won't want to miss this play.

Now go back and write a headline for the article.

Copyread the following:

On Friday, May 13 at 8 p.m. the Senior class will present "It Happened in May", a comedy in two acts by Cornelia Otis Skinner. Mrs. Davis, Drama director, says the Seniors working on the play are confident that it will be a hit.

This is the seventh annual Senior class play and marks the opening of activities for the senior class members prior to graduation on June 2nd.

The cast contains many members of the Senior class.

The Curtain will rise at 8 p.m. sharp. Reservations with Student Association tickets opened this morning at the box office. Children's tickets at 35 cents and adults' tickets at fifty cents are on sale.

Write a good headline for this article.

EXPLORATION ACTIVITY #3

C. COPYWRITER 132.088

Copywriter - consults with account executive and media and market representatives to obtain information for ads.
Writes the wording for ads and sometimes designs ads.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. List five skills which a copywriter should have. 2. List at least five kinds of businesses where copywriters are part of the staff. 3. Identify different types of ads, their purposes, and what details in their composition make them effective. 4. Write effective and persuasive copy for sample ads. 5. Demonstrate the use of attractive and balanced layout and design in ads.	1. Check resource books and files for job description. 2. Interview a copywriter. 3. Complete job analysis sheet for a copywriter. 4. Cite different places where examples of advertisements and copywriting can be found, such as display ads and classified ads. 5. Clip examples of copywriting from newspapers and magazines and examine for variations in design and in wording. 6. Clip examples of ads using eye-appealing layout and design. 7. Clip examples of ads which appeal to the senses and emotions. 8. Clip examples of ads which are cleverly worded. 9. Make a collage of clipped ads. 10. Make up a product and do an advertisement for it. 11. Visit the copywriting department at Shillito's.	Form in Appendix B. C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5d, 6a, 6b, 6c.

EXPLORATION ACTIVITY #4

D. FEATURE WRITER 132.268

Feature Writer - writes stories of humorous, interpretive, narrative, or otherwise subjective character, from a personal point of view in individual writing style.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - List at least four responsibilities and requirements of a feature writer. - Explain how feature writing differs from news writing, and how the feature writer's job and writing style contrasts with the reporter's job and style. - Support opinions he might express by supplying logical and adequate facts and argument for what he thinks. - Write a feature article on an interesting subject with attention to using supported opinion and conversational style.	- Check resource books and files for job description for a feature writer. - If possible, interview a newspaper staff member who writes feature articles. - Complete job analysis form for a feature writer. - Use a newspaper and locate some feature articles. Where are they to be found in the paper? What kinds of subjects are treated in feature articles, and how? How do they differ from news articles? - Look up and discuss the meanings of the words "fact" and "opinion." Read about or ask a newspaper staff person about the responsibilities of someone who writes opinion for publication. - Choose a subject in which you are interested and which you think the public would be interested, and write a feature story.	Form in Appendix B. C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 6a, 6b, 6c.

EXPLORATION ACTIVITY #5

E. COLUMNIST 132.068

Columnist - writes a feature column using the same format and same subject matter (politics, homemaking, fashion, etc.) which appears each time paper is published. Based on personal observation, experience, opinion, and written in individual writing style.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. List three requirements of a columnist. 2. State the difference between the work of the feature writer and the columnist. 3. State the difference between the work of a columnist and the work of a reporter. 4. Define the word "syndicated" and name four or five syndicated columns and their writers. 5. Identify the subject areas of three or four columnists, and discuss their points of view, attitudes, and some distinctive elements of their style. 6. Write two or three successive columns as a columnist might write to be used on successive days.	1. Check resource books and files for job description for a columnist. 2. If possible, interview a columnist. 3. Complete job analysis form for a columnist. 4. Analyze the personality and ability needed to be a columnist as compared with the personality and ability needed to be a reporter. 5. Use a newspaper and observe the differences between a news article (as on page 1), a feature article (as in the special sections like Sports, Women's Section, etc.), and columns (as Bob Brumfield and William Buckley and Ann Landers). Note differences in style, format, content, and that columns are continuous. 6. Find the definition of the word "syndicated." What is a syndicated column? 7. List the names of some people who write syndicated columns. Clip some samples of their work. 8. List the names of some local columnists. Clip some examples of their columns.	Form in Appendix B. Dictionary or encyclopedia. C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4e, 6a, 6b, 6c, 6f.

EXPLORATION ACTIVITY #5 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	9. Pretend you are a columnist. Choose an area in which you will write. Then write at least two columns in your chosen area, which would appear in the paper on two different dates.	

EXPLORATION ACTIVITY #6

F. SPECIAL EDITOR 132.068

Special Editor - directs and organizes the writing and layout of special area of preparation assigned to him--page editor, sports editor, society editor, business editor, managing editor. Writes editorials.

G. EDITOR-IN-CHIEF 132.018

Editor-in-Chief - directs and organizes entire staff, all departments. Represents the newspaper and its policies. Writes editorials.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. List three qualities necessary for becoming a special editor or editor-in-chief (managing editor). 2. List five possible responsibilities which a special editor might have. 3. List five responsibilities of the managing editor. 4. Define and recognize editorial writing in a newspaper, citing editorials and examples of editorializing in articles other than editorials. 5. Define the term "editorial policy" and relate editorial policy to the editor's duties. 6. Write an editorial using correct style and format.	1. Check resource books and files for job descriptions for special editors and managing editors. 2. Visit a newspaper office and interview some members of the editorial staff. If possible, interview the managing editor. 3. Interview the editor of your school paper. 4. Complete the job analysis for the position of editor. 5. From the newspaper clip editorials. Examine them and identify as to local, state, national, or international issues. Note and discuss the techniques used and the writing style. 6. Look at the staff boxes of newspapers, and identify (list) special editors. 7. Look up definitions for <u>editorial</u>, <u>editorial policy</u>, and <u>editorial writing</u>. 8. By reading and/or interview find out: What is the editor's role in public relations and his newspaper's policy? How do the managing editor and the special editors interact? 9. Write an editorial on a timely subject.	Form in Appendix B. Dictionary, encyclopedia. C, 1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4e, 6a, 6b, 6c.

EXPLORATION ACTIVITY #7

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____
2. Related careers being explored:
 - a. D.O.T. Number(s) _____
 - b. Relationship to:
 1. Data _____
 2. People _____
 3. Things _____
3. Nature of duties or tasks performed:

4. Important qualifications
 - a. Education _____
 - b. Age _____
 - c. Previous experience _____
 - d. Other _____
5. Procedure for applying

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

7. What is the salary for this career?
 - a. Starting _____
 - b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

9. Are there places in Cincinnati where you could work in this career?

10. Name one or two resource people that you could write or phone for more information.

11. Are there places that you or a small group of students could visit to observe your career?

12. Are there any books in the school library on this related career?

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____	d. _____
b. _____	e. _____
c. _____	f. _____

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

- | | | |
|--|---|--------------------------|
| 1. Individual and Environment (Social Awareness) | 4. Education and Training | 7. Self (Self-Awareness) |
| 2. Economics | 5. Employability and Work Adjustment Skills | |
| 3. World of Work | 6. Vocational Decision Making | |

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company". If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

- Job entry levels
- Performance activities
- Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

- What things have I done with any degree of success?
- What things have I done that others have commended me for doing exceptionally well?

2. Economics

- How much money have I earned?

3. World of Work

- What jobs have I held? Describe them in detail.

4. Education and Training

- What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

- What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

- Where could I get additional information about jobs and careers?

7. Self

- What are the things I really like to do?
- What are the things that I don't like to do?

III. APPENDIX

A. JOB TITLES

B. FORMS

1. Self Analysis Checklist
2. Self Analysis
3. Job Analysis
4. Application for Employment
5. Procedure for Exploration Trip
6. Exploration Trip Permission Form
7. Exploration Trip Report

C. RESOURCES

D. FIELD TRIPS IN CAREER DEVELOPMENT

A. JOB TITLES

<u>Title</u>	<u>D.O.T. Number</u>	<u>D.O.T. Page</u>
Reporter	132.268	594
Copyreader	132.288	168
Copywriter	132.088	168
Feature Writer	132.268	594
Columnist	132.068	149
Special Editor	132.068	235
Editor-In-Chief	132.018	235

Additional Related Jobs not Covered in the Course:

News Photographer	143.062	527
Sales and Circulation Manager	163.118	449
Linotype Operator	650.582	426
Printing Press Operator	651.782	562

B. FORMS

1. SELF-ANALYSIS CHECKLIST

STUDENT _____ HR _____ GRADE _____ DATE _____

Check one answer for each of the following:

(Y = Yes; U = Usually; S = Sometimes; N = No)

	Y	U	S	N
1. Do big black headlines on the front page of a newspaper excite you?				
2. Do you make good grades in English classes?				
3. Do you make C's or better on compositions and papers you write in your classes?				
4. Can you spell fairly well?				
5. When you talk, do you use much the same words and phrases over and over?				
6. Are you interested in finding different ways to say things?				
7. Do you read alot?				
8. Do you read different kinds of things?				
9. If you read a story written by one of your friends, could you help correct his errors in language, spelling, and punctuation?				
10. Would you like to help him make such corrections?				
11. Do you get along well with people?				
12. Do you like to talk to people about what they like?				
13. Do you like to talk to people about what you like?				
14. Are you able to make your friends laugh with some of your stories?				
15. Do your friends listen to you when you express your opinions or feelings?				
16. Are you able to make your friends or family change their minds about something they believe in?				
17. Are you willing to listen to other people's points of view when they are not the same as yours?				

	Y	U	S	N
18. Can you communicate with people much older than you are?				
19. Are you interested in news and current happenings in the world?				
20. If you were to witness an accident, could you make an accurate report of it to a police officer?				
21. Would you notice details at the accident scene and mention them?				
22. Would you enjoy exaggerating or adding to what you'd seen when you told about it?				
23. Can you make up interesting, imaginative stories?				
24. Do you write explanations or comments on the backs of photographs you take?				
25. Do you enjoy writing letters to "pen pals" you have never met?				
26. Can you work well in a group?				
27. Do you work well alone?				
28. Given a reasonable time limit, can you discipline yourself to get a job done on time?				
29. If you had ten cards and were told to place them on the table, would you arrange them in an orderly, attractive pattern?				
30. Would you throw them in a disorderly heap?				
31. Are you interested in trying new things?				
32. Are you able to organize your own time and work?				
33. Are you interested in leading and organizing others in doing a project?				
34. Do you like to write down things you feel or have seen or done?				
35. Do you read several parts of your daily newspaper?				
36. Have you thought about a career in journalism as your life work?				
Total Check Marks () in each column.				

2. SELF-EVALUATION (Newspaper Staff Participant)

My job on the staff was _____.

1. Mention the things in your job you did best, in your opinion.

2. Mention the things in your job which you, in your opinion, did poorly.

Check one only in 3, 4, 5, and 6.

3. I think I fulfilled the responsibilities in my staff job.	Very Well	Well	Acceptably	Poorly
4. I learned about writing careers in the field of journalism.	Lots	A Little	Nothing New	Nothing
5. I learned about the job I did as a member of the staff.	Lots	A Little	Nothing New	Nothing
6. I would like to have an actual job as part of a newspaper writing staff.	Yes	I have a little more interest now.	I have less interest now.	No

7. Based on how much I learned, and how successfully I was able to work as part of the staff, I think my grade in this course should be _____.

8. Make any comments you care to about your learning and/or participation.

Date _____ Grade _____ Student _____ HR _____

3. JOB ANALYSIS

Name of Job Explored: _____

1. Write briefly in the space below the main duties of the job.
2. What manual skills does this job require?
3. What school subjects are most important to this job?
4. How many years of schooling does this job require? _____
5. Is the job primarily for men, women, or both? _____
6. How many hours a week does the job require? _____
7. What days of the week would you have to work? _____
8. What shifts would you be required to work? _____
9. Would you be paid by the hour or by the salary? _____
10. What would be your starting salary? _____
11. Are job opportunities in this field increasing, decreasing, or remaining the same?

12. Are there opportunities for promotion to better positions in this job?
13. Are there any age limits to the job? _____.
14. Does this job require you to take any special tests or have any special requirements before you can enter the field? _____ What?
15. What type of appearance and dress are required for this job?
16. What part of the job was most pleasing to you?
17. Does this job require overnight travel? _____.
18. If you fulfill all the requirements, how would you go about getting the job?

4. APPLICATION FOR EMPLOYMENT

Date _____ 19__

Name _____ Social Security Number _____
 Last First Middle

Address _____ Telephone Number _____

For what kind of position are you applying? _____

Age _____ Date of Birth _____ Height _____ Weight _____ Sex _____

Do you have any health or physical problems? Name them _____

Are you a U.S. citizen? _____ Can you drive a car? _____

Have you ever been arrested? (Give details) _____

What athletic, social, or other organizations do you belong to? _____

What kind of work experience have you had?

Name of Company	What was your job?	Weekly Earnings	How many weeks did you work?	Why did you leave?

In what school subjects do you do your best work? _____

What subjects do you find the most difficult? _____

References (Do not list relatives)

Business References (Former boss, supervisor, etc. who know your work)

Name

Address

1. _____

Position

Name

Address

2. _____

Position

Personal and Character References

Name

Address

1. _____

Position

Name

Address

2. _____

Position

5. Procedure for Exploration Trip

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accommodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.
2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.
3. Select six students from the Career Exploration class list.
4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

6. Exploration Trip Permission Form

You are schedule for _____
(Career Course Title)
which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout
the year regardless of whether the course is in session.

A trip has been schedule for _____ to _____
(Date) (Name of Company)
Please have this form signed and return to _____
(Teacher's Name)
_____ before _____.
(Room) (Date)

My son/daughter _____ has my permission
to visit _____ on _____ with
the Career Exploration Course _____. The
group will return to school upon completion of the tour. There will be
about six students in each group.

Parent/Guardian Signature

Date

The following teachers have been informed of my absence from class. (Teachers'
signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. Exploration Trip Report

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

Address _____

4. Major Products or Service:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

5. Major Types of Jobs:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

6. What did you like best about this trip?

7. Did you see any jobs that you would like to do? List them.

8. What did you learn from this tour?

Signature
Representative of Organization
Visited

C. RESOURCES

1. BOOKS DEFINING JOBS

- a. Occupational Outlook Handbook - good resource which has much discussion about all areas of work. Divided into sections under each type of work titled nature of work, where employed, training, other qualifications, and advancement employment outlook, and earnings. Should be in school library.
- b. Dictionary of Occupational Titles - should be in school library-- Volume I--gives job descriptions in-depth; Volume II--lists types of related jobs.

2. CAREER KITS

- a. Largo Career Kit (Published by Careers, Largo, Florida)
- b. Occupational Library (Published by Chronicle Guidance Publications, Moravia, New York 13118)
- c. SRA Career Information Kit

(All three of the above are very good resources. They are files which are arranged by D.O.T. numbers--the numbers found beside each occupation. For the occupation, the cards tell the training required for the job, the duties of the job, working conditions, earnings, outlook for the job, advantages and disadvantages of the job, and places to write for any further information.)

3. TEXTBOOKS FOR REFERENCE

- a. Adams, Julian and Stratton, Kenneth, Press Time, 1969, Prentice-Hall (Senior High)
- b. Post and Snodgrass, News in Print, 1967, Allyn-Bacon (Junior High)

4. PUBLICATIONS AVAILABLE FOR USE IN CLASS

- a. Post and Times Star (721-1111). Will provide class sets of newspapers once a week for the entire school year.
- b. Cincinnati Enquirer (721-2700). Provides class sets of newspapers for two weeks--Monday, Wednesday and Friday the first week and Tuesday and Thursday the second week.
- c. T.V. Guide (421-2580). Will provide class sets to use in the room.

- d. Pride Magazine (651-1566). Will provide class sets.
- e. Cincinnati Suburban Newspapers (531-0234--Hilltop News, Eastern Hills Journal, Northeast Suburban Life, and Norwood Enterprises) will provide class sets.

5. FIELD TRIPS

- a. Cincinnati Enquirer has tours available in the evening.
- b. T.V. Guide has tours for printing--will be a new computerized system. Contact Millard Kraft through T.V. Guide.
- c. Cincinnati Post and Times Star has tours available in the late morning and afternoons.
- d. Shillito's has tours available to observe copywriters. Call 381-7000, Public Relations Office, for an appointment.
- e. Ohio College of Applied Science has an apprenticeship in printing--could be a good place for information.
- f. Visit any printing shop in the local area and visit a graphic arts class.
- g. Hilltop News in College Hill.
- h. Cincinnati Suburban newspapers welcome visitors.

6. RESOURCE PEOPLE

- a. Cincinnati Enquirer has people available. Will allow students to come in and sit with the individual worker they are interested in. Contact Jim Deavy and he will direct student to correct person. Also, will probably be able to get speakers to come into classroom.
- b. Post and Times Star. Contact promotion editor, Stan Donovan, for people students can talk with and for people who might be able to come into the classroom.
- c. Cincinnati Suburban newspapers will welcome students to talk with workers. Call ahead of time for appointment.
- d. Scholastic Magazines. Contact Milton Goodson (793-4751) who will talk with class or individual students.
- e. Modern Machine Shop (241-5924). Contact Mr. Vogel. A place to find out about technical writers.
- f. Shillito's (381-7000). Contact Public Relations office to set up tour for copywriters and see if the student can speak with one.

7. AUDIO VISUAL AIDS

- a. Recommend purchase of The Newspaper in America. Full color illustrations and accompanying narration present a wealth of interesting and factual information to introduce students to the newspaper's role in modern communications. Encourages students to become regular newspaper readers. Shows the various kinds of newspapers and the structure, style, and types of news stories. Presents the people who make up a newspaper staff and their responsibilities.

- 161-1 "Reading Daily Newspapers" - Overview of the daily newspaper. How a newspaper is arranged by section and topic coverage. Important terms defined.
- 161-2 "Weeklies and Other Publications" - How other publications differ from daily newspapers. Specialized purposes and functions of weeklies, school papers and organized publications are examined.
- 161-3 "Writing for Newspapers" - Examines the techniques of notetaking and writing newspaper copy. Analyzes news stories and other forms of writing.
- 161-4 "Understanding Feature Stories" - Differences between writing straight newspaper copy and writing feature stories. Types and styles of feature stories.
- 161-5 "Preparing News for Print" - Gathering news, editing it, and preparing finished stories for printing. The duties of each person on the newspaper staff.
- 161-6 "The Finished Newspaper" - Mechanical aspects of publishing, assembling, distributing a newspaper. Produced by Singer Society for Visual Education. Dave Criswell, District Manager, 791-4828.

161SAR Set of six filmstrips, 3 records, 6 guides \$49.50
161SATC Set of six filmstrips, 3 cassettes, 6 guides \$55.50

- b. Available from Audio Visual Exchange, Cincinnati Public Schools

1. 6483 "Newspaper-Organizing a Staff" - Recruitment and supervision of reporters; selling and distributing papers; advertising; FILMSTRIP
2. 6484 "Newspaper--Finding Feature Material" Editorial Policy--human interest viewpoint--making story interesting. FILMSTRIP
3. 6485 "Newspaper--Covering the News" - News beats, interviews, pointer on news--story writing. FILMSTRIP

4. 6486 "Newspaper--Editing the Copy" - Editorial Policy--
time schedule--copy readers--reference books--headlines
and proofreaders. FILMSTRIP
 5. 6487 "Newspaper--Planning the Layout" - Placement of stories,
pictures, headlines, captions and drawings. FILMSTRIP
 6. 560 "Story of a Newspaperman"
 7. 5805 "Covering the News"
 8. 5806 "Photographing the News"
 9. 5807 "Printing the News"
 10. 7195 "The News Selection Process"
 11. 7196 "Structure of the Newspaper"
- c. Available from Modern Talking Picture Service, 9 Garfield Place,
421-2516 (FREE)
- 2807 "That the People Shall Know" - Six top journalists
describe their careers in the vital fields of commun-
ications and opportunities, excitement, and challenges
the field offers. Narrated by Walter Cronkite, the
film discusses newspapers, broadcast, and magazine
journalism and America's growing communications industry.

D. FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.
2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.
3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.
4. To thoroughly understand a career, the student needs to see the job first hand.
5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.
6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.
7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.
8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.
2. Develop an awareness of the importance of responsibility and attitude for one's work.
3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.
4. Develop an awareness of the interdependence of the student and all workers.
5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsible for observance of the guidelines by participating staff members.
2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.
3. There should be planning of each trip well in advance.
4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.
5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.
6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.
7. Teachers should justify the trip in relation to their instructional program.
8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.
9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.
10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.
11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.
12. There should be well planned pre- and post-activities for each trip.
13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.
14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.
15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.
17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.